

**West Ashley Middle**  
1776 William Kennerty Drive  
Charleston, SC 29407

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	811 Students	
<b>Principal</b>	Judy Sherman	843-763-1546
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	843-760-2635

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	3	18	25	2

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Below Average	Below Average	No

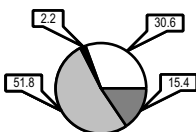
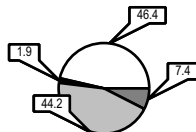
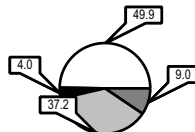
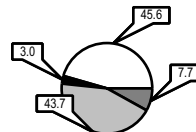
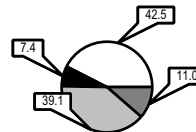
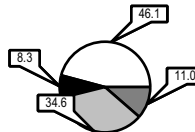
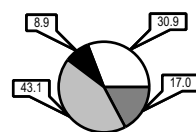
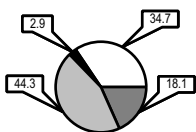
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	802	99.9	30.6	51.8	15.4	2.2	27.1	No	Yes
<b>Gender</b>									
Male	403	100.0	38.0	51.7	9.5	0.8	18.4		
Female	399	99.8	23.4	51.9	21.2	3.5	35.6		
<b>Racial/Ethnic Group</b>									
White	234	100.0	14.7	53.1	27.5	4.7	48.3	Yes	Yes
African American	539	99.8	38.2	51.5	9.3	1.0	16.7	No	Yes
Asian/Pacific Islander	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	10.0	50.0	30.0	10.0	50.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	646	99.9	25.0	54.1	18.2	2.7	32.1		
Disabled	156	100.0	54.3	42.0	3.6	0.0	5.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	802	99.9	30.6	51.8	15.4	2.2	27.1		
<b>English Proficiency</b>									
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	790	99.9	30.7	51.8	15.3	2.2	26.9		
<b>Socio-Economic Status</b>									
Subsidized meals	440	100.0	37.1	52.7	9.3	1.0	16.8	No	Yes
Full-pay meals	362	99.7	22.2	50.6	23.4	3.8	40.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	802	100.0	46.4	44.2	7.4	1.9	21.2	No	Yes
<b>Gender</b>									
Male	403	100.0	51.4	39.9	7.0	1.7	18.7		
Female	399	100.0	41.6	48.4	7.9	2.2	23.6		
<b>Racial/Ethnic Group</b>									
White	234	100.0	27.5	53.6	13.3	5.7	37.0	Yes	Yes
African American	539	100.0	55.3	39.8	4.6	0.2	13.3	No	Yes
Asian/Pacific Islander	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	30.0	60.0	10.0	0.0	50.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	646	100.0	39.6	48.8	9.2	2.4	25.7		
Disabled	156	100.0	75.4	24.6	0.0	0.0	2.2	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	802	100.0	46.4	44.2	7.4	1.9	21.2		
<b>English Proficiency</b>									
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	790	100.0	46.5	44.2	7.3	1.9	21.1		
<b>Socio-Economic Status</b>									
Subsidized meals	440	100.0	53.9	41.5	4.1	0.5	13.2	No	Yes
Full-pay meals	362	100.0	36.7	47.8	11.7	3.8	31.6		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	802	100.0	49.9	37.2	9.0	4.0	12.9
<b>Gender</b>							
Male	403	100.0	50.6	38.0	7.8	3.6	11.5
Female	399	100.0	49.2	36.4	10.1	4.3	14.4
<b>Racial/Ethnic Group</b>							
White	234	100.0	23.7	47.9	17.5	10.9	28.4
African American	539	100.0	62.2	32.0	5.0	0.8	5.8
Asian/Pacific Islander	12	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	20.0	50.0	30.0	0.0	30.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	646	100.0	43.2	41.7	10.2	4.9	15.1
Disabled	156	100.0	78.3	18.1	3.6	0.0	3.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	802	100.0	49.9	37.2	9.0	4.0	12.9
<b>English Proficiency</b>							
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	790	100.0	50.0	37.2	8.8	4.0	12.8
<b>Socio-Economic Status</b>							
Subsidized meals	440	100.0	61.5	31.2	6.6	0.7	7.3
Full-pay meals	362	100.0	34.8	44.9	12.0	8.2	20.3

<b>Social Studies</b>							
All Students	802	100.0	45.6	43.7	7.7	3.0	10.7
<b>Gender</b>							
Male	403	100.0	46.9	42.2	7.8	3.1	10.9
Female	399	100.0	44.3	45.1	7.6	3.0	10.6
<b>Racial/Ethnic Group</b>							
White	234	100.0	25.1	53.1	17.1	4.7	21.8
African American	539	100.0	55.3	39.0	3.8	1.8	5.6
Asian/Pacific Islander	12	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	20.0	70.0	10.0	0.0	10.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	646	100.0	40.0	47.1	9.2	3.7	12.9
Disabled	156	100.0	69.6	29.0	1.4	0.0	1.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	802	100.0	45.6	43.7	7.7	3.0	10.7
<b>English Proficiency</b>							
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	790	100.0	45.6	43.6	7.7	3.0	10.8
<b>Socio-Economic Status</b>							
Subsidized meals	440	100.0	54.6	39.8	3.7	2.0	5.6
Full-pay meals	362	100.0	33.9	48.7	13.0	4.4	17.4

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	414	100.0	39.5	49.6	10.8	N/A	10.8
	8	367	100.0	34.5	54.0	10.5	1.1	11.6
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	409	99.8	31.0	54.3	14.4	0.3	14.7
	8	393	100.0	30.0	49.3	16.5	4.2	20.7
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	414	100.0	43.8	40.8	12.1	3.3	15.4
	8	367	100.0	43.9	47.6	6.5	2.0	8.5
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	409	100.0	39.9	47.6	10.1	2.4	12.5
	8	393	100.0	52.9	40.9	4.8	1.4	6.2
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	409	100.0	53.3	35.1	8.4	3.3	11.7
	8	393	100.0	46.2	39.5	9.5	4.8	14.3
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	409	100.0	47.8	41.3	7.9	3.0	10.9
	8	393	100.0	43.1	46.2	7.6	3.1	10.6

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 811)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	15.4%	Down from 96.1%	14.4%	15.5%
Retention rate	3.9%	Down from 5.7%	3.5%	3.0%
Attendance rate	93.8%	Down from 94.1%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.8%	Down from 8.6%	4.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.2%	Down from 8.3%	5.0%	4.6%
Eligible for gifted and talented	9.3%	Down from 10.5%	16.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.2%	Down from 19.2%	15.7%	13.6%
Older than usual for grade	7.8%	Up from 7.2%	5.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	7.0%	N/R	0.7%	0.8%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n= 52)</b>				
Teachers with advanced degrees	57.7%	Down from 58.5%	50.0%	51.8%
Continuing contract teachers	55.8%	Down from 58.5%	81.8%	78.1%
Highly qualified teachers	78.3%	Down from 80.0%	88.9%	89.6%
Teachers with emergency or provisional certificates	19.5%	Down from 22.7%	7.0%	6.0%
Teachers returning from previous year	N/A	N/A	84.1%	85.4%
Teacher attendance rate	95.0%	Down from 95.6%	94.7%	94.9%
Average teacher salary	\$39,229	Down 2.4%	\$40,164	\$41,328
Prof. development days/teacher	16.6 days	Up from 13.2 days	11.7 days	11.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 23.0 to 1	21.1 to 1	21.3 to 1
Prime instructional time	88.3%	Up from 88.2%	88.8%	89.3%
Dollars spent per pupil*	\$4,783	Up 10.2%	\$5,760	\$6,022
Percent of expenditures for teacher salaries*	67.1%	Down from 69.8%	62.4%	61.7%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	98.9%	Up from 97.3%	95.6%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The faculty and staff at West Ashley Middle School have focused on improving student achievement for the 2004-2005 school year and are eagerly awaiting the 2005 PACT results.

Many plans are in place for the 2005-2006 school year. This will include additional minutes of classroom instruction in math, science, and social studies including ninety minutes of language arts per day. We have added an NCS Learn Lab (Successmaker) computer lab for enrichment and remediation for our students at the below basic level on the Palmetto Achievement Challenge Test (PACT). The NCS lab teacher will work with our students to improve skills in reading, writing, and mathematics. Next year, 150 students will be placed in the lab. Major emphasis will be placed on improving students' critical thinking skills. Thinking Maps (a building-wide critical thinking program) will be implemented for the 2005-2006 school year. A full-time teacher coach will be hired to work with teachers to assist with instruction.

West Ashley Middle School has implemented and will continue the use of Project Wisdom, our school-wide character education program. This is being delivered as part of the morning news show. We are also seeing a vast improvement in students' desire to read. WAMS received a Community of Readers School Award this year.

We are trying to increase attendance and decrease truancies. Our office staff calls on a daily basis when students are absent. Our students need to attend school to improve academic achievement. The students' attendance has improved this year.

WAMS will continue to use technology for curriculum delivery. We are also using the district-wide benchmarking program, MAP, to assist in remediating students as evidenced by their scores and areas that need assistance. We are also implementing Coherent Curriculum in math and language arts. Science will be added next year. We have also implemented an after-school and Saturday school tutorial program.

School pride is developing at WAMS. We have been successful in academic and athletic competitions. Four of our five basketball teams placed first in the Trident League. Our band placed superior at the State Band Concert Festival and our chorus placed excellent at the Carowinds Contest. Our Odyssey of the Mind team placed first in the state. We are working hard to improve the school climate at WAMS.

Judy Sherman, Principal

Rosalind Riley, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	322	80
Percent satisfied with learning environment	33.3%	40.9%	66.2%
Percent satisfied with social and physical environment	42.4%	50.2%	51.3%
Percent satisfied with school-home relations	25.0%	72.9%	56.3%

\*Only students at the highest middle school grade level at this school and their parents were included.